# 21st Century Standards Boot Camp

## BELS
## April 24, 2013
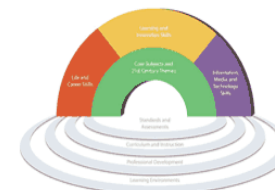## Hilda Weisburg

**LEARNING 4 LIFE**

An initiative of the American Association of School Librarians

STANDARDS FOR THE
21st-CENTURY LEARNER

AASL
AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS



4 LEARNING 4 LIFE
www.ala.org/aasl/learning4life



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



ISTE's
Educational Technology
Standards
for Teachers

Student Learning & Creativity

Digital-Age Learning Experiences & Assessments

Digital-Age Work & Learning

Digital Citizenship & Responsibility

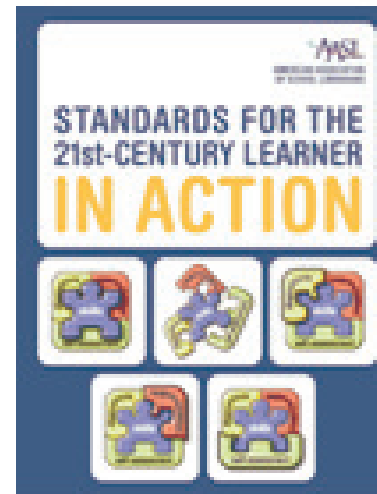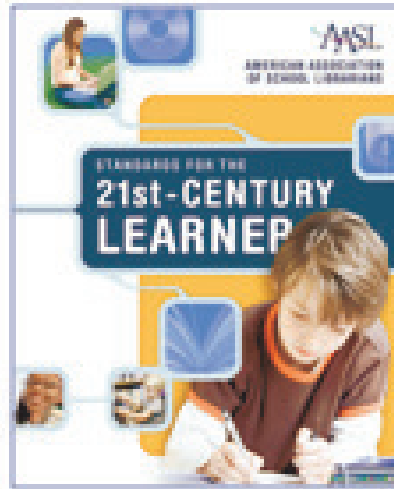Professional Growth & Leadership



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

**2009 Core Curriculum Content Standards**



**Partnership for 21st Century Skills**
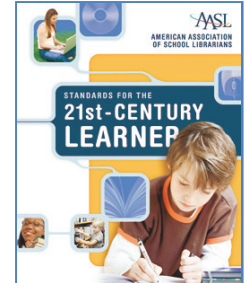
# Standards for the 21st-Century Learner
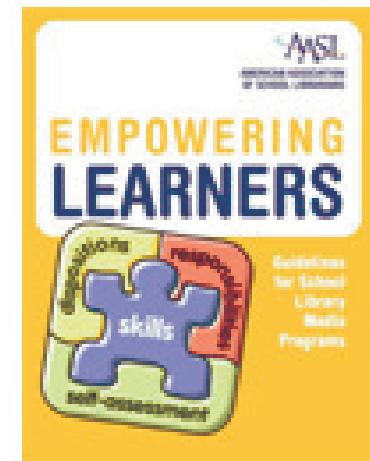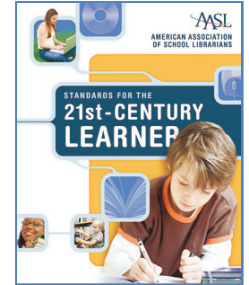
# Standards for the 21st-Century Learner

Inquire, think critically, and gain knowledge.

Draw conclusions, make informed decisions, apply knowledge to new situations, and

create new knowledge.
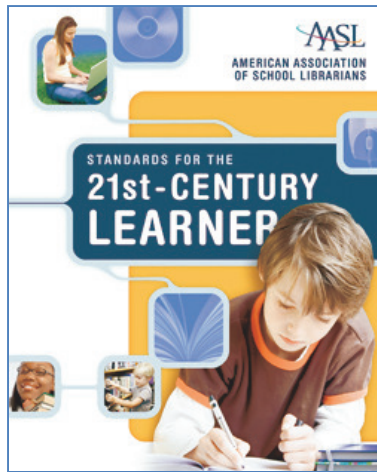
# Standards for the 21st-Century Learner

Share knowledge and participate ethically and productively as members of
our democratic society.

Pursue personal and aesthetic growth.

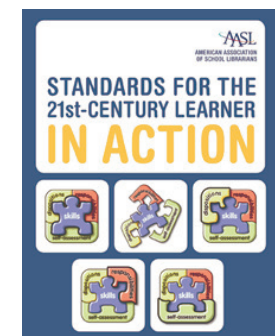# Standards for the 21st-Century Learner Organization



STANDARDS

↓

STRANDS → 
- Skills
- Dispositions in Action
- Responsibilities
- Self Assessment Strategies

↓

INDICATORS

↓

BENCHMARKS/ACTION EXAMPLES

# Skills

**Key Question:**

Does the student have the right proficiencies to explore a topic or a subject further?

# Dispositions in Action

**Key Question:**
Is the student disposed to higher-level thinking and actively engaged in critical thinking to gain and share knowledge?

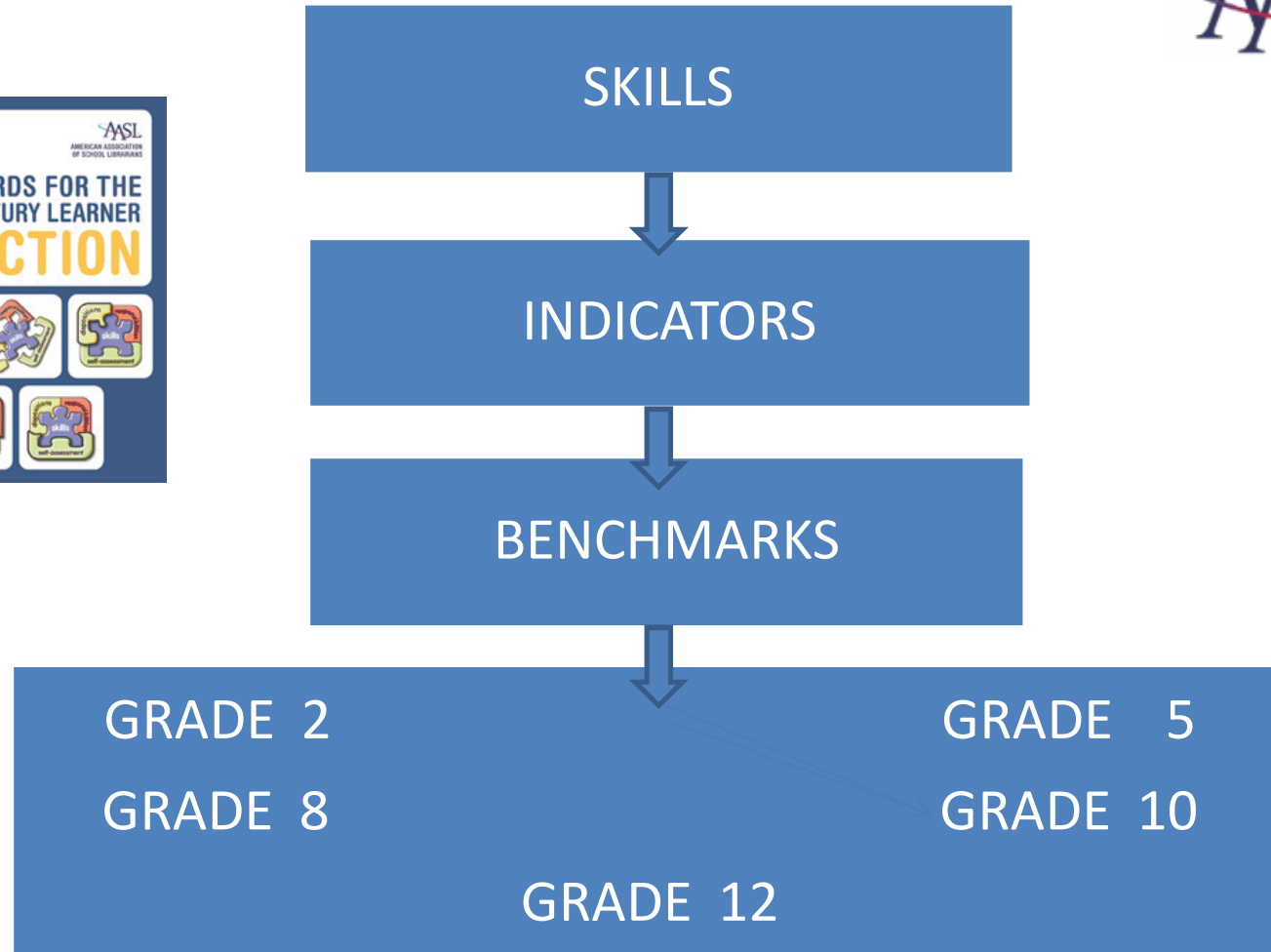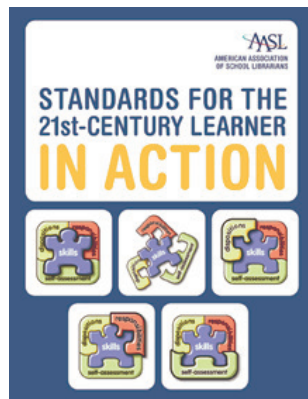## 21st Century Learners

# Responsibilities

**Key Question:**
Is the student aware that the foundational traits for 21st-century learning requires self-accountability that extends beyond skills and dispositions?
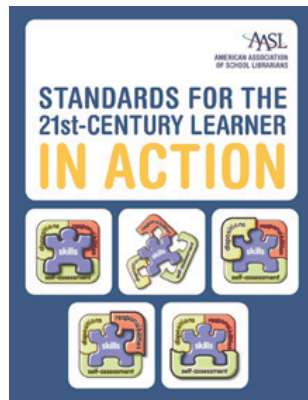
# Self Assessment Strategies

**Key Question:**
Can the student recognize personal strengths and weaknesses over time and become a stronger, more independent learner?

AASL

# Standards for the 21$^{st}$-Century Learner Action Examples

SKILLS

↓

INDICATORS

↓

BENCHMARKS

↓

GRADE 2     GRADE 5

GRADE 8     GRADE 10

GRADE 12

# Standards for the 21$^{st}$-Century Learner Action Examples

DISPOSITIONS IN ACTION

↓

INDICATORS

↓

SAMPLE BEHAVIORS

↓

STAGES OF DEVELOPMENT

# Standards for the 21st-Century Learner Action Examples

RESPONSIBILITIES

↓

INDICATORS

↓

SAMPLE BEHAVIORS

↓

STAGES OF DEVELOPMENT
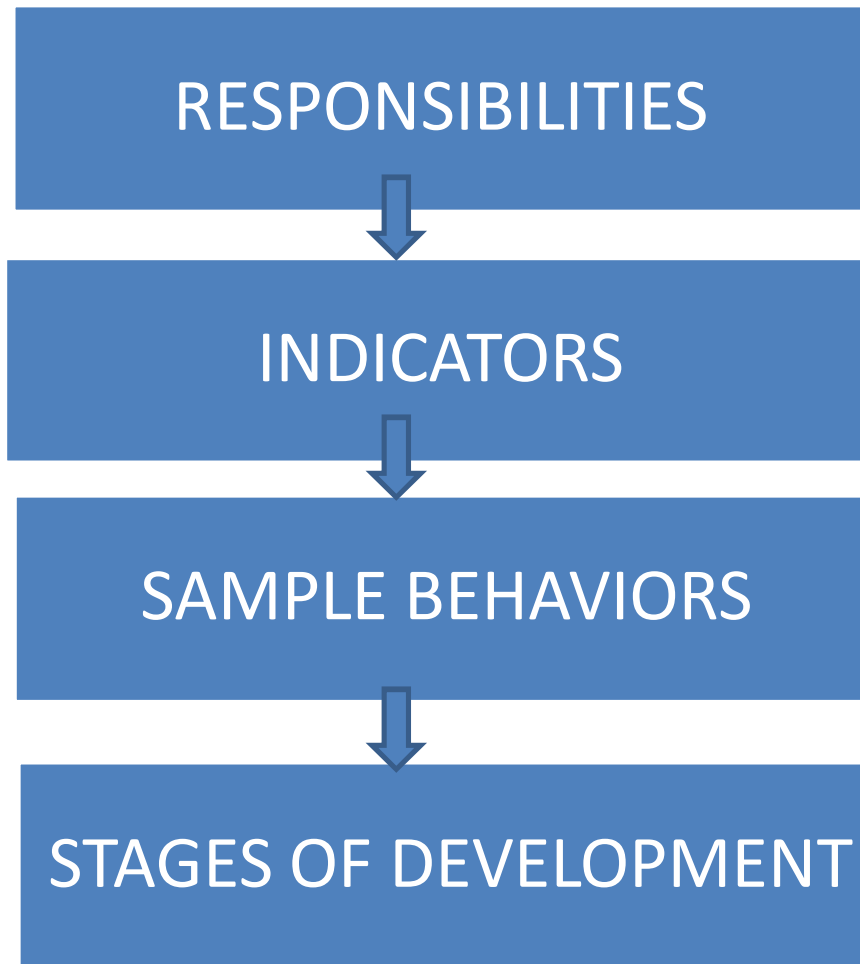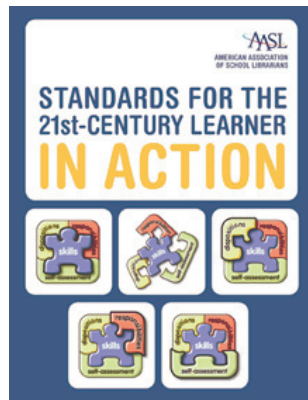
# Standards for the 21$^{st}$-Century Learner Action Examples
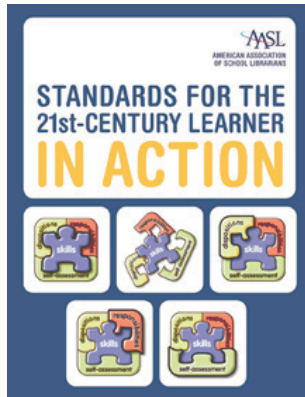


SELF-ASSESSMENT STRATEGIES

⬇

INDICATORS

⬇

STUDENT

SELF-QUESTIONING EXAMPLES

# SELF ASSESSMENT

- Work in groups

- Think of a lesson that you taught within the last month

- What Standards for the 21$^{st}$-Century Learner were addressed?  (See template)

- http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolkits/bldnglvl/Action_Plan_Template.pdfhttp://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/toolki...bldnglvl/Action_Plan_Template.pdf

think

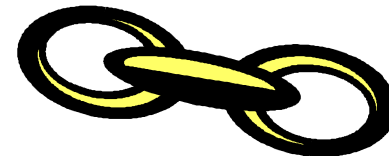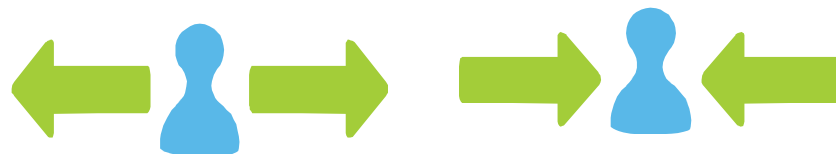create

Share!

share

grow

# Literacy Across Subjects

**COMMON CORE**
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

## Read the Common Core State Standards

English Language Arts Standards     Mathematics Standards

**Download the Standards:**

Introduction to the Common Core State Standards

Application of the Standards for English Language Learners

Application to Students with Disabilities

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects

English Language Arts Appendix A

English Language Arts Appendix B

English Language Arts Appendix C

Common Core State Standards for Mathematics

Mathematics Appendix A

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

## Librarian

*The Natural and Best Connector*

# COMMON CORE STATE STANDARDS INITIATIVE
## [www.**corestandards**.org/](www.corestandards.org/)

**COMMON CORE**
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER
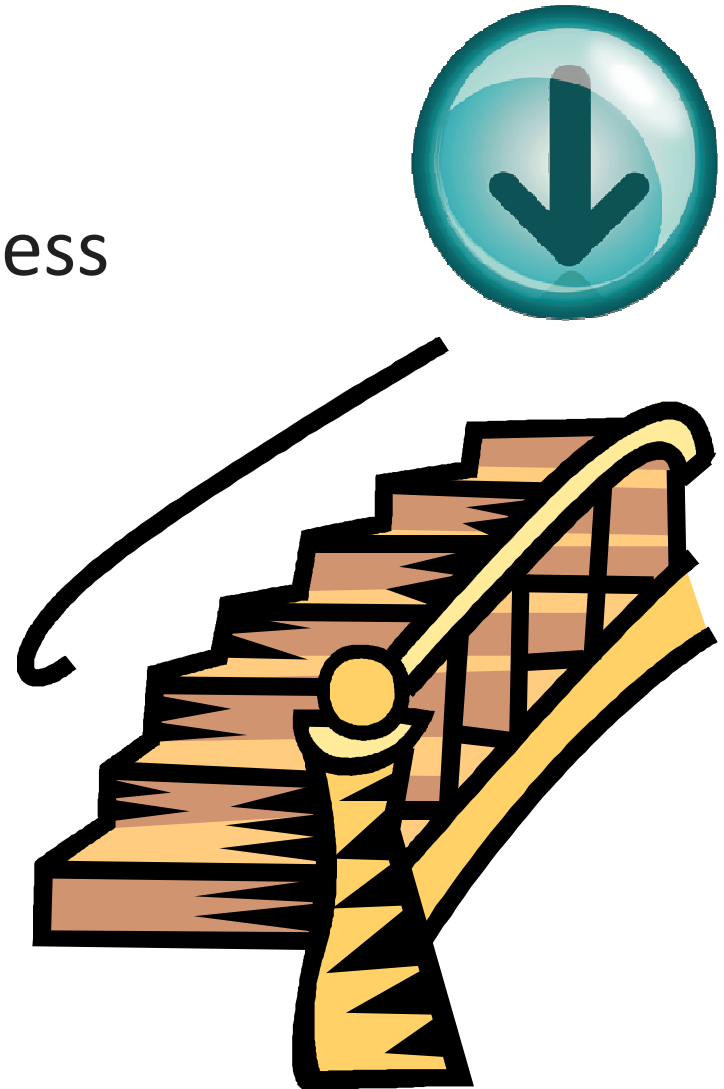
College and Career Readiness
Anchor Standards

*What should students understand and be able to do by the end of high school?*

# College and Career Readiness Anchor Standards for Reading

- **Key Ideas and Details**
    1. Read closely
    2. Determine central ideas or themes
    3. Analyze how and why …

- **Craft and Structure**
    1. Interpret words and phrases
    2. Analyze the structure
    3. Assess how point of view or purpose shapes…

- **Integration of Knowledge and Ideas**
    - Integrate and evaluate content … diverse formats
    - Delineate and evaluate the argument
    - Analyze how two or more texts address similar themes

- **Range of Reading**
    - Read and comprehend complex literary and informational texts independently and proficiently

*Sample readings per grade level in Appendix B*
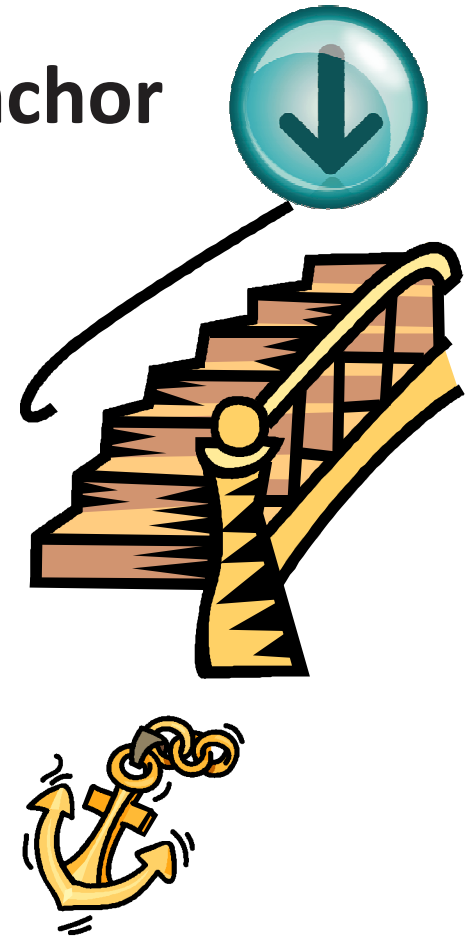
# College and Career Readiness Anchor Standards for Writing

- **Text Types and Purposes**
    - Write arguments
    - Write informative/explanatory texts
    - Write narratives

- **Production and Distribution of Writing**
    - Produce clear and coherent writing
    - Develop and strengthen writing
    - Use technology… to produce and publish

- **Research to Build and Present Knowledge**
    - Conduct short ….sustained research
    - Gather relevant information …multiple sources
    - Draw evidence from literary or informational texts to support analysis, reflection and research

- **Range of Writing**
    - Write routinely over extended time frames …. for a range of tasks, purposes and audiences

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STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER
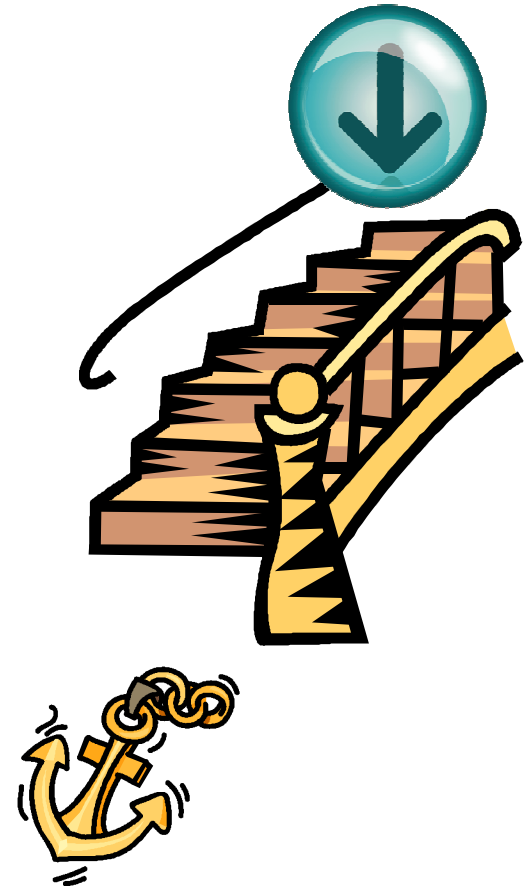
# College and Career Readiness Anchor Standards for Speaking and Listening

**Comprehension and Collaboration**

1. Participate in conversations /collaborations with diverse partners
2. Integrate and evaluate information in diverse media
3. Evaluate speaker's point of view, reasoning, use of evidence and rhetoric

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence that listeners can follow
   (reasoning, organization, development, appropriate to task, purpose, audience)
5. Make strategic use of digital media and visual displays
6. Adapt speech to a variety of contexts/communicative tasks, demonstrating command of formal English

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STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER
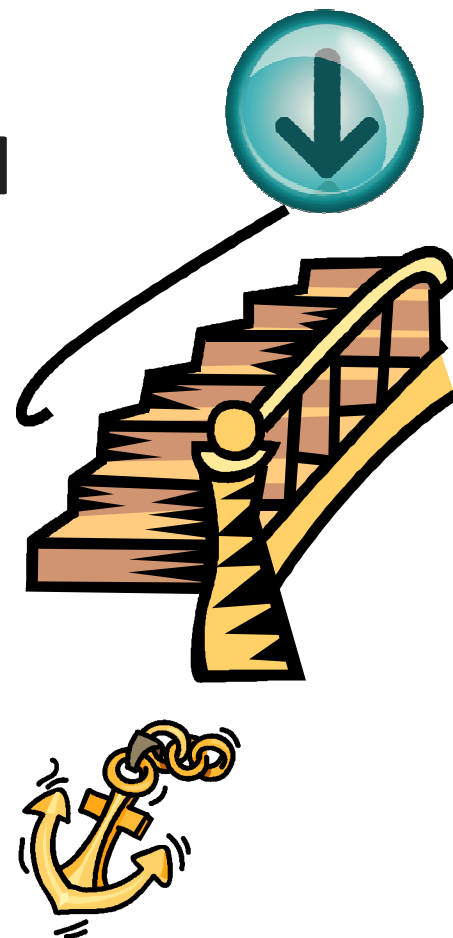
# Common Core Shifts ELA/Literacy

- **Complexity:** The standards require regular practice with complex text and its academic language

- **Evidence:** The standards emphasize reading and writing grounded in evidence from text, both literary and informational

- **Knowledge:** The standards require building knowledge through content rich non-fiction

K - 2 – 50% Informational Text
5 - 8 – 55% Informational Text
9 -12 –70% informational Text

# Reading Standards

- Progressive development of reading comprehension

**Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)**

| Text Complexity Grade Band In the Standards | Old Lexile Ranges | Lexile Ranges Aligned to CCR expectations |
|---|---|---|
| K–1 | N/A | N/A |
| 2–3 | 450–725 | 450–790 |
| 4–5 | 645–845 | 770–980 |
| 6–8 | 860–1010 | 955–1155 |
| 9–10 | 960–1115 | 1080–1305 |
| 11–CCR | 1070–1220 | 1215–1355 |

- Text-Based Answers - evidence

- Academic Vocabulary

***Read with a purpose. Read like a detective.***

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PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

# Writing Standards

- ## Argument

  - An reasoned, logical way to demonstrate the writer's position, belief, or conclusion
  - Change the reader's point of view or ask the reader to accept writer's evaluation of an issue

- ## Informational/Explanatory Writing

  - Conveys information accurately
  - Increase readers' knowledge or understand a process

- ## Narrative Writing

  - Narrative writing conveys experience, real or imaginary
  - Can be used to inform, instruct, persuade, or entertain

  - ***Sample writings of each per grade level in Appendix C***

# Writing Standards

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PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER
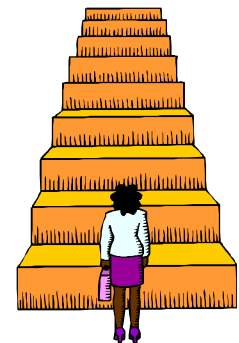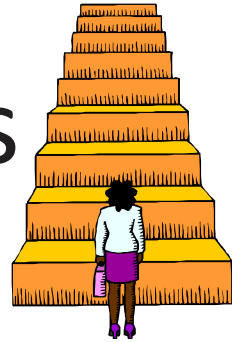
*Write like a reporter*

## Access

Who?

What?

When?

Where?

## Analyze/ Synthesize

What does this mean?

Why is this important?

So what?

What if?

Why?

How?

# CROSSWALK

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncore crosswalk/index.cfm

# CROSSWALK



**Reading Standards Literacy in Science/Technology**

### 1. Inquire, think critically, and gain knowledge.

Go to:

- 1.1 Skills
- 1.2 Dispositions in Action
- 1.3 Responsibilities
- 1.4 Self-Assessment Strategies

### 1.1 Skills

| AASL Learning Standards | Common Core Crosswalk |
|---|---|
| 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. | CC6-8RS/TS3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| | CC9-10RS/TS3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. |

http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncore crosswalk/index.cfm

# Look at Your Lesson Plan

- Crosswalk the AASL Standards you listed with the CCSS

- Share what you found

# RESOURCES

http://www.ala.org/aasl/guidelinesandstandards/learning4life

# RESOURCES

**LEARNING 4 LIFE**

www.ala.org/aasl/learning4life

**AASL**

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Standards for the 21st-Century Learner

Standards In Action

Empowering Learners

Planning Guide

AASL Learning4Life

Best Websites for Teaching and Learning

SEND   PRINT   CITE   SHARE

**LEARNING 4 LIFE**

An initiative of the American Association of School Librarians

**National Plan for Implementation of** *Standards for the 21st-Century Learner* **and** *Empowering Learners: Guidelines for School Library Programs*

This implementation plan was created to support states, school systems, and individual schools preparing to implement the *Standards for the 21st-Century Learner* and *Empowering Learners: Guidelines for School Library Programs*. The plan will also increase awareness and understanding of the learning standards and program guidelines and create a committed group of stakeholders with a shared voice.

Download the Document

L4L State Coordinators

Resources

Event Calendar

Learner4Life Organizations

**Resource Guides**

**Essential Links**

Find and share essential resources for school librarians.

aasl.ala.org/essentiallinks

**Learning4Life**

Innovative national implementation plan for AASL's learning standards and program guidelines. more

**Join A**

librarian
join

**Comm**

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## Resources for L4L Implementation

*Standards for the 21st-Century Learner*
High Resolution     Low Resolution
Purchase     17x22 Poster

*Standards for the 21st-Century Learner in Action*
View Sample     Purchase

*Empowering Learners: Guidelines for School Library Programs*
Purchase

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**SKILLS**

FOR A

**21st-CENTURY LEARNER**

THINK

CREATE

SHARE

GROW

**AASL**

# RESOURCES



Learning 4 Life
www.ala.org/aasl/learning4life

An initiative of the American Association of School Librarians

**Building Level Toolkit: Implementing AASL's Learning Standards and Program Guidelines in Your School Library**

**Introduction by Dr. Nancy Everhart, AASL President 2010–2011**

In October 2007, the American Association of School Librarians officially retired *Information Power: Building Partnerships for Learning* and introduced a dynamic, deep vision for student learning, *Standards for the 21st-Century Learner*. Building on AASL's core values of rich information-seeking and synthesizing behavior, ethical use of information, and the role of school libraries and school librarians in partnering with
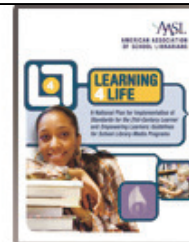
AASL strongly believes that school librarians are more vital than ever before as partners in teaching students and teachers to navigate an infinite world of information and to construct meaning from it. Our 21st-century school libraries are highly complex social, cultural, and knowledge systems. L4L can help practitioners establish a vision for what school libraries do and why those contributions are valuable. This toolkit is designed to help practitioners learn more about the key ideas of the learning standards and share those messages with others. It includes official AASL materials as well as materials created by L4L coordinators, practicing school librarians, library school faculty members, and experts in the field of education.

## Contents

Getting Started
Who is the 21st-Century School Librarian?
Inquiry
Correlating to Your Curricula
Gaining Support
Transforming the Physical Space of the Library
Implementation Challenges
A Final Note
Works Cited

This toolkit was developed by Kristin Fontichiaro, member of the AASL Standards and Guidelines Implementation Task Force and Michigan L4L Coordinator, and Melissa Johnston, member of the AASL Learning Standards Indicators and Assessment Task Force.

# RESOURCES



http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/lessonplandatabase/lessonplandb.cfm

# PARTNERSHIP FOR 21ST CENTURY SKILLS

## www.p21.org.



21st Century Student Outcomes
and Support Systems

Learning and
Innovation Skills – 4Cs
Critical thinking • Communication
Collaboration • Creativity

Life and
Career Skills

Core Subjects – 3Rs
and 21st Century Themes

Information,
Media, and
Technology
Skills

Standards and
Assessments

Curriculum and Instruction

Professional Development

Learning Environments

The MILE Guide
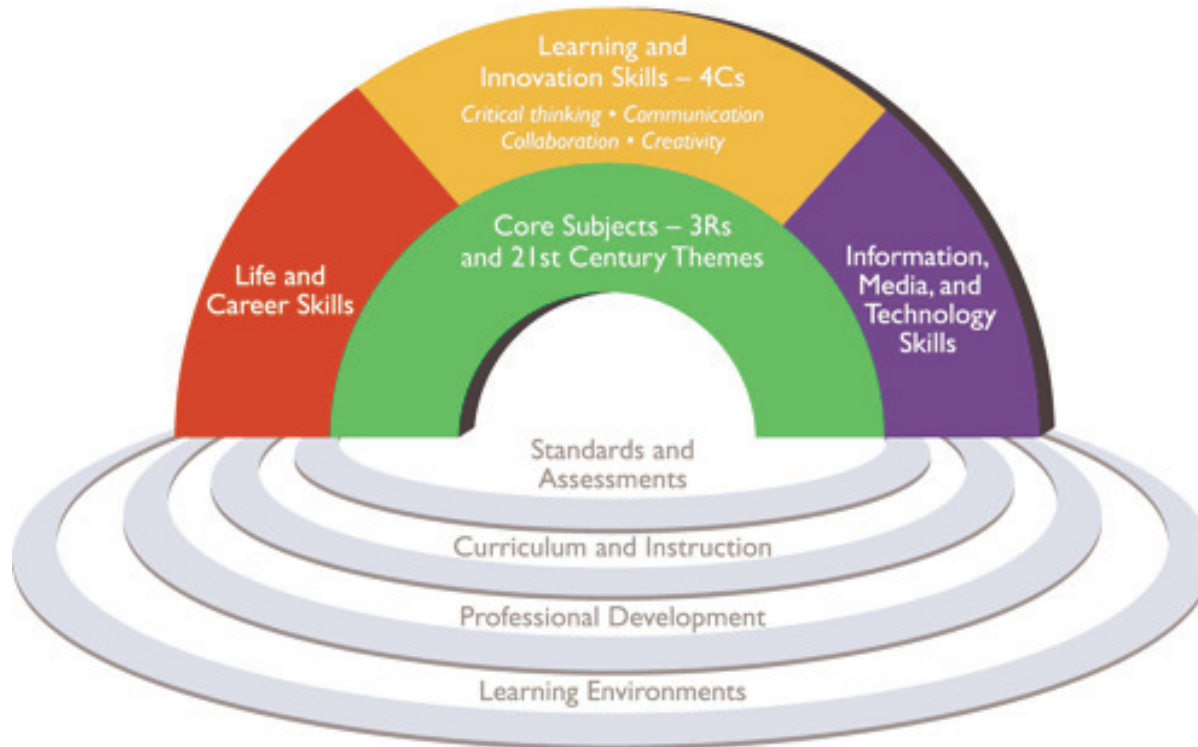
**21st Century Skills:
How do we get there?**
Video

# PARTNERSHIP FOR 21ST CENTURY SKILLS

## CORE SUBJECTS

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## CORE THEMES

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

# PARTNERSHIP FOR 21<sup>ST</sup> CENTURY SKILLS
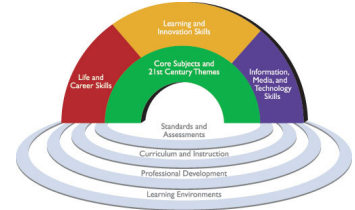
## Learning and Innovation Skills

- Creativity and Innovation Skills
- Critical Thinking and Problem Solving Skills
- Communication and Collaboration Skills

## Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

## Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

# SELF ASSESSMENT

- Revisit your lesson

- Look at the Partnership for the 21st-Century Skills and list the core subject, themes and skills, that you addressed in your lesson

- Identify how you could have (or did) modify the lesson to address the *Learning & Innovation, Information, Media & Technology* or *Life &Career* Skills

# New Jersey Standards  -  P21 and CCSSI



## http://www.njcccs.org/Home.aspx
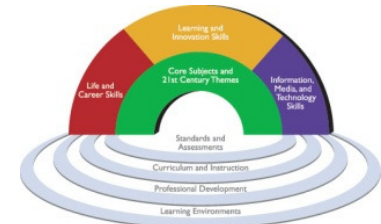
STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

# New Jersey  Standards Resources

Sample Units

Technology Toolbox

http://www.njcccs.org/ResourcebyContentAreaLink.aspx

# ISTE Student Friendly Standard Names
## Match Them!

Creativity and Innovation  =

Communication & Collaboration  =

Research and Information Fluency  =

Critical Thinking, Problem Solving &
      Decision Making  =

Digital Citizenship  =

Technology Operations & Concepts  =

USE IT!

MAKE IT!

SAY IT!

SOLVE IT!

FIND IT!

PROTECT IT!

# SELF ASSESSMENT

- Revisit your lesson

- Add the ISTE NETS-S to it

- What commonalities are in all the standards?

- What unique items is added by each?
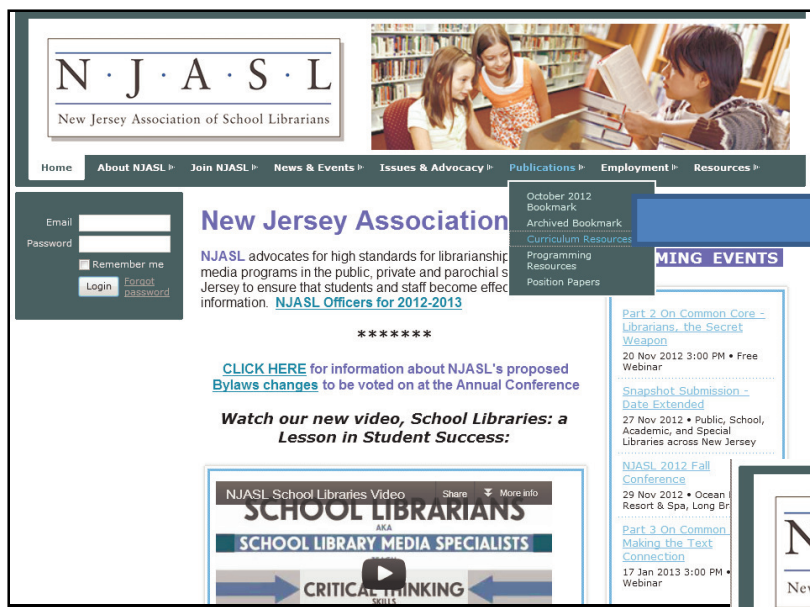
- *DO YOU NEED THEM ALL?*

# TEACHING TO THE STANDARDS

- Collaborative approach
  - *If you cannot find willing partners, still teach these skills and dispositions*
- Inquiry-based instruction
- Give opportunities for students to construct their own understanding
- Empower students to be independent inquirers
- The social nature of learning is valuable
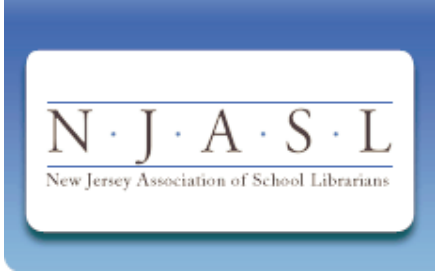- Assessment is an important component

# NJASL Professional Development Resources
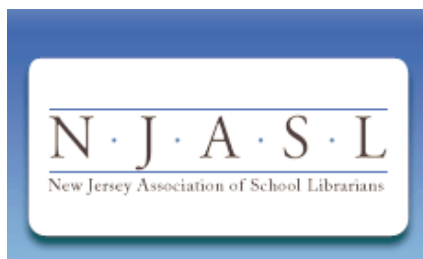# Standards Comparison Chart



Curriculum Resources

## http://www.njasl.org

# *NJASL Professional Development Resources*
## *Standards Comparison Chart*

**Standards Comparison Chart: NJCCCS/Common Core English; AASL; ISTE NETS; P21**

| New Jersey Core Curriculum Content Standards/Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects | AASL Standards for the 21st-Century Learner | Partnership for 21st-Century Skills | National Educational Technology Standards and Performance Indicators for Students |
|---|---|---|---|
| **RL-Reading Standards for Literature** | | | |
| *College and Career Readiness Standards for Reading*<br>Key Ideas and Details (1 – 3)<br>Craft and Structure (4-6)<br>Integration of Knowledge and Ideas (7-9)<br>Range and Level of Text Complexity (10)<br><br>Common Core State Standards can be found at:<br>Common Core State Standards | *Learners use skills, resources, & tools to*<br>1 Inquire, think critically, and gain knowledge<br>2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge<br>3 Share knowledge and participate ethically and productively as members of our democratic society<br>4 Pursue personal and aesthetic growth<br><br>Complete AASL Standards and Indicators are at:<br>AASL Standards for the 21st Century Learner | Learning and Innovation Skills (L & I)<br>Information, Media and Technology Skills (I, M & T)<br>Life and Career Skills (L & C)<br><br>To view the complete P21 skills please visit this web site:<br>P21 | 1 Creativity and Innovation<br>2 Communication and Collaboration<br>3 Research and Information Fluency<br>4 Critical Thinking, Problem Solving, and Decision Making<br>5 Digital Citizenship<br>6 Technology Operations and Concepts<br><br>To view ISTE NETS-S standards, please visit this web site:<br>ISTE NETS-S |
| RL Gr. 9/10-1 Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>- - - - - - - - - - - - - - - - - - - - - - - - - - -<br>RL Gr. 11/12-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. | 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.<br>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. | L & I – Critical Thinking and Problem Solving<br>Exercising sound reasoning in understanding<br>Framing, analyzing and synthesizing information in order to solve problems and answer questions<br>L & I – Communication and Collaboration<br>Articulating thoughts and ideas clearly and effectively through speaking and writing | 3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br><br>4.c. Collect and analyze data to identify solutions and/or make informed decisions.<br><br>4.d. Use multiple processes and diverse perspectives to explore alternative solutions. |
| RL Gr. 9/10-2 Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details. | 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.<br>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.<br>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.<br>2.4.1 Determine how to act on information (accept, reject, modify). | I, M &T – Information Literacy:<br>Evaluate information critically and competently.<br><br>Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. | 3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br><br>4.c. Collect and analyze data to identify solutions and/or make informed decisions. |

**http://njschoollibraries.pbworks.com**

# 21st CENTURY STANDARDS

# HELP @ AASL

# RESOURCES

http://www.ala.org/aasl/guidelinesandstandards/guidelinesandstandards

# *Landmark and Top 25 Websites for Teaching and Learning*

**RESOURCES**

- Designed by the 2010 ALA Emerging Leaders-Group A

- Based on the L4L standards, skills, dispositions, responsibilities and self-assessment strategies

- Websites were selected to either garner student learning or school librarian knowledge

http://www.ala.org/ala/mgrps/divs/aasl/guidelines andstandards/learning4life/resources/el10.cfm

# RESOURCES



http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/brochures/advocacyb

# NJASL Professional Development Resources



http://www.njasl.org
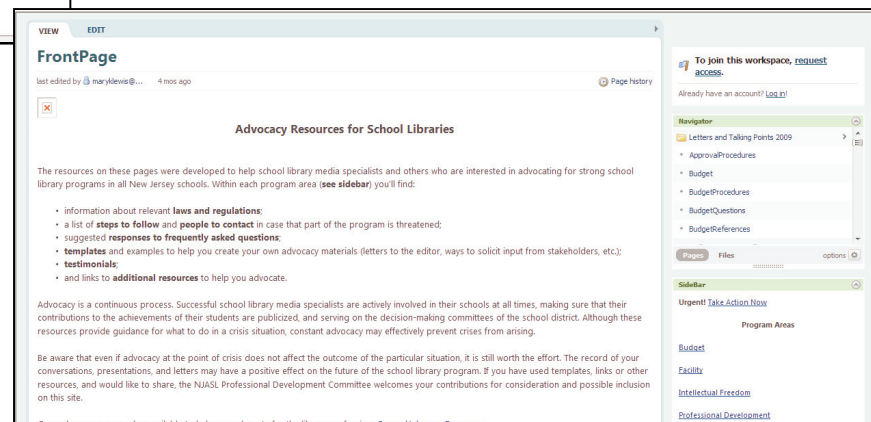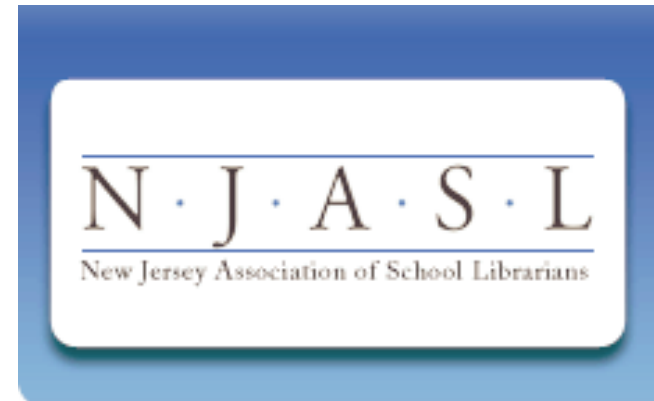
# Questions/Comments

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